



Office of School Readiness

First Class Pre-K

2014-2015 Classroom Guidelines

I. Classroom Environment

An appropriate pre-K classroom environment is composed of more than just the physical components and materials. The social environment (schedules, responsibilities, expectations, and routines) works in tandem with the physical environment (materials, displays, learning areas, furniture, and maintenance) to create a positive and supportive learning community.

A. Displays and Bulletin Boards should:

1. Be placed at the children's eye level. Children should be able to see and interact with what is displayed.
2. Reflect the current theme, study or topic (i.e. Projects completed and displayed in September are not appropriate in the Spring).
3. Reflect the children's interests and their creations.
4. Provide opportunities for children to choose what they display or exhibit. Each child should have their own labeled and defined "space" for displayed work. The display of children's work should not be limited to this area.
5. Be primarily child or teacher-created materials rather than commercially purchased.
6. Include but are not limited to: charts, graphs, experience stories, teacher/child dictation, daily news, questions of the day, etc. These displays should be meaningful, timely and relevant to current and/or recent themes of study. These displays should be rotated on a regular basis. Environmental print and symbols such as logos, maps, and photos from the surrounding area and local community are suggested.

NOTE: *If a site has the available space and chooses to display a Word Wall, it should be a VERY simple version. All words should be accompanied by a picture. The inclusion of "sight words" on a word wall is NOT aligned with DAP.*

7. Display photographs of the children, their families and the community. "Display" can include bulletin boards, class books, digital photo frames, screen savers, etc.
8. Model correct spelling, punctuation, print conventions and handwriting.
9. Be replaced as they begin to look faded or worn. Torn posters and art should be removed and replaced with fresh items.
10. Use the "Less Is More" approach when creating displays.
11. Use pictures and symbols as well as words.
12. Use large upper and lower case block letters and consistent forms and colors of print.

B. Responsibilities and Jobs

1. Each child should be assigned a job.

2. Jobs should be rotated daily or weekly to ensure children have a chance to take different responsibilities.
3. A classroom helper/job chart should be displayed near the whole-group area and referred to daily.
4. Jobs assignments should be consistent, inclusive and fair.
5. Jobs should not be used as a reward or punishment.
6. Children should be involved in deciding which jobs are needed to make the classroom community run smoothly.
7. Children should understand the responsibilities of each job.
8. Using photographs of children performing the jobs are an appropriate way to create the job chart. Other templates or commercial photographs are acceptable.

C. Picture Schedule

1. Classrooms are required to have a picture schedule with words posted near the whole-group area.
2. Photos of the children in various activities are ideal; commercial or teacher made photos are acceptable.
3. Include daily activities and routines; add special events or weekly activities as appropriate.
4. Children should participate in monitoring the schedule (such as “moving the clothespin” to the next activity) and discussing the daily plans.

D. Physical Environment

1. Safety practices must meet DHR regulations.
2. Learning materials and furnishings should be well-maintained and cleaned on a regular basis. Worn rugs and furnishings should be replaced.
3. The classroom should be arranged so that there will be appropriate supervision of all areas.
4. The classroom should be clean, organized, and free from non-instructional clutter.
5. Teacher areas should be clutter free and must not intrude on children’s work space. Some classrooms, by their size and layout, may require the teacher to have a **small** desk/table for their personal/professional space. If this is necessary, teachers should be mindful of the space it occupies in the room and maintain the area in a way that sets a good example for the children.

E. Learning/Free Choice Areas

1. Areas should be identified with some sort of label or sign, clearly defined, and accessible to all children.
2. Quiet and noisy areas should be separated so they do not interfere with or distract from adjacent areas.
3. Shelves and storage bins should be labeled with words and photographs to support easy access and independent clean-up.
4. Children should be introduced to each center gradually. (*see Section II, Classroom Management*)

5. Care and clean-up of materials should be taught explicitly.
6. Start with just the minimum number of materials required and add more as appropriate.
7. Rotate and adapt materials as needed for themes, seasons and/or as children's interests change.

F. Required Areas in Each Classroom

1. Cozy Area

This area is limited to one child. This area is established in a visible but quiet area of the room. It should contain soft furnishings and books, writing materials, and quiet puzzles or games. This area can also be used for a child to regain control after misbehavior, before returning to group activities (not time out).

2. Art Area

This area includes the materials listed below. It should be near a water source with ample space for exploration. Materials should be stored on open shelves and containers for easy access and clean up by the children. A variety of materials should always be available!

- a. Drawing materials (minimum of 4): crayons, washable markers, pens, pencils, colored pencils, chalk and various types and sizes of papers.
- b. Tools: Glue or paste, scissors, tape/dispenser, stencils, stapler; and minimum of 3 of the following: hole punchers, rollers, brushes of different textures and sizes, sponges, cookie cutters for play dough.
- c. Paints: (minimum 4 types): finger paints, tempera paints, water colors, dot paint, paint pens, glitter paint, poster paint; double sided easel and aprons, various sized brushes.
- d. This area should include three dimensional materials (minimum of 4): play dough or clay, wood pieces, Styrofoam pieces, cardboard tubes, boxes, craft sticks, chenille strips, egg cartons, small boxes. Collage materials should also be included (minimum of 5): felt remnants, yarn/string, cotton balls, pom-poms, sequins, glitter, buttons, feathers, fabric scraps, ribbon, wallpaper samples, wiggly eyes, lace and other appropriate items.

| The Difference Between "Art" and "Crafts" | |
|---|--|
| Art | Crafts |
| creative, unique, original | similar (or identical) to other children's |
| comes from within the child | directed from the adult |
| open-ended, end results unknown | closed, directions-oriented, end results known |

| | |
|---|---|
| process is valued over finished product | finished product is valued over process |
| self-expression | copying and imitating |

3. Fine Motor/Manipulatives Area

- Small building toys (minimum of 3): interlocking blocks, Lincoln logs, small blocks, unifix cubes, bristle blocks, tinker toys, magnetic blocks.
- Manipulatives (minimum of 5): strings and beads in various sizes, shapes, colors; lacing cards, pegs/peg boards, parquetry shapes, zip/snap/button toys or frames, gears with interlocking plates and connector, snap blocks, links, nuts and bolts, pop beads, snap beads, snap cubes, Mr. Potato Head, train tracks, tweezer activities.
- Puzzles (minimum of 5): puzzles in frames, with/without knobs, easy puzzles, puzzles without frames such as floor puzzles and jigsaw puzzles.

4. Listening Area

- Include CD player/listening device, recorded stories, story CDs and headphones.
- This is located in a quiet area away from the music area to allow for listening.

5. Music and Movement Area

- Child size individual instruments: school made or purchased (set of 10 or more) and dance props such as: scarves, ribbons, hats, tutus, streamers, bells, shakers.
- Variety of CD's (minimum of 10)/or the equivalent of 100 songs which include music/songs from other countries, languages, and cultures.
- Access to a CD player/music source separate from the Listening Area.

6. Block Area

This area is meant for children to be able to build large structures. Unit blocks (one set required) and at least one of the following: large hollow or homemade blocks.

- Accessories—small vehicles, multi-cultural people figures, career people figures, traffic signs, animals, architectural books or other building books, graph paper, blue print paper.
- A large rug or carpeted area is required, with room for a minimum of 3 children to build independently; for many classrooms the large group rug is the ideal location for the Block Area.

7. Dramatic Play

- a. Play kitchen set with dishes, pots, pans, eating and cooking utensils, food containers, plastic food sets, measuring implements, bowls, placemats, paper napkins, and old telephones; real items are recommended.
- b. Minimum of 3 of the following: broom, mop, vacuum cleaner, ironing board/iron, stroller, grocery cart, etc.
- c. This area should have room for a minimum of 3 children to play.
- d. Dolls (multicultural), doll clothes, doll furniture, and mirror (unbreakable).
- e. Dress up clothes to include career helpers, multicultural attire, generic clothing and other costumes.
- f. Gender-specific (male and female) props such as: shoes, hats, purses, wallets, scarves, dresses, ties, jackets.
- g. Other props (minimum 3) such as: tool box/tools, workbench and safety glasses; luggage, career and work-related props, fantasy props, and theme related items such as scarves and mittens to denote seasonal play.
- h. The Dramatic Play area should include a small rug if the room is not carpeted.

NOTE: The Dramatic Play area can be transformed into various imaginative play environments such as a beauty shop, doctor's office, pet store, campsite, etc.

8. Sensory and Discovery Tables or Bins

- a. Plastic tubs or tables with covers are appropriate.
- b. Examples of materials, changed out periodically/seasonally are: sand, water, fake snow, ice, soil, colored water, plastic chips, paper shreds, seasonal /holiday objects, other appropriate materials that can be measured, poured and compared.
- c. Cups, funnels, shovels, containers, scoops, pipe cleaners, magnifiers etc. should be available.

9. Writing Center

- a. The writing center is separate from the art area, with a large space to allow for exploration of the materials.
- b. Tools: Pencils, markers, crayons, chalk/small chalkboards, erasers, dry erase markers and boards, clipboards, letter stamps, hole punch, tape, stapler, letter stencils, scissors, glue, keyboard and ruler.
- c. Materials: variety of paper, notepads, order forms, word cards, name cards, environmental print, catalogs, "junk mail", holiday or greeting cards such as thank you cards or invitations, envelopes.
- d. Writing materials (paper and pencils) should be available in all free play areas.

10. Reading Area/Library

- a. Minimum of 36 books in classroom library and/or other learning areas, representing the following genres/categories: concept books (ABC, number, shapes, rhymes, alliteration), picture books, wordless picture books, people, predictable books, animals, fantasy, realistic fiction, multicultural, fairy tales, Caldecott winners, pattern books, biography, nature/science, poetry/nursery rhymes, abilities, classics, and theme-related books.
- b. Class-made books should be created and displayed on a regular basis.
- c. Furnishings: comfortable furniture such as beanbag chairs, small chairs, pillows, small sofa, etc. This area should include a small rug.
- d. Books should be organized in baskets or bins, using stickers or other ways to identify genres/topics. Children should be taught how to replace books in the correct bin or basket. Books should be rotated on a regular basis.
- e. Minimum of one display area where books are “face out” for easy access.
- f. Library includes additional language materials: puppets, felt/flannel board story characters, stuffed animals.
- g. Appropriate books should be available in all free choice areas.

11. Science/Nature Area

- a. Materials in the science area should rotate with the seasons.
- b. At least one living item such as a plant, fish, hermit crab, etc. should be included.
- c. Natural object collection examples: seeds, acorns, rocks, pine cones, seashells, nuts, leaves, sticks, spices (in safety containers), soil and plants.
- d. Tools (all required): magnifiers, measuring devices, balance scales, linear measuring devices, pipettes, magnets, tubs for sink/float, plastic trays for sorting, graphing charts, paper/pencils for recording data and observations.
- e. Other activities (minimum of 4; rotate out): “feely box”, work bench and tools, puzzles, plastic insects/animals, color paddles, maps, mirrors, flashlights, prisms, ramps and balls.
- f. Teacher-directed activities should occur at least once a week.
- g. Reference books related to theme or season should be available.

12. Math Area

The following materials for the five math standards should be available:

- a. Counting /Numbers (minimum of 5): counting animals/blocks, bingo game and chips, dominoes, counting games, magnetic numerals, unifix cubes, number/numeral puzzles, clocks, number books, cash register, playing cards, etc.

- b. Patterns (minimum of 3): pattern cards and blocks, unifix cubes, beads and strings, attribute blocks, tangrams, etc.
- c. Measuring (minimum of 3): unifix cubes, chain links, wooden cubes, 1 inch tiles, digital clocks, balance scale, tape measure or ruler, etc.
- d. Geometry (minimum of 3): pattern card blocks, shape puzzles, lacing shapes, geo-boards, parquetry blocks, magnetic shapes, etc.
- e. Data and Graphing (minimum of 3): sorting trays and items to sort, measuring devices, variety of laminated graphs, “hula hoops” for Venn diagramming, paper and pencils for data recording, etc.

Note: Some classrooms may choose to combine the math and the manipulative areas due to space limitations. This is acceptable as long as all the required materials for both areas are in place.

II. Classroom Community

A well-managed and inclusive classroom supports constructive and positive relationships, and discourages inappropriate behaviors. The goal is to help children develop self-regulation and autonomy. Creating this environment is a shared responsibility of the lead teacher, assistant teacher, director and all staff members (food service, custodial, special area teachers, volunteers, pre-service teachers, etc.) who work with the pre-K child in the OSR First Class classroom.

A. Families and Communities

- 1. Opportunities for volunteer and enrichment workshops should be offered on a regular basis.
- 2. Regular school-home communication (i.e. notebooks/folders, newsletters, emails, conferences, phone calls, etc.) should be provided so that educational goals of the families and teachers for the child are complementary.
- 3. Families are viewed as partners and recognized as their child’s first and most important teacher. This includes opportunities for parental input into education.
- 4. Staff show respect for diversity within and among families.
- 5. Teachers serve as an early education resource for the community.

B. Building A Classroom Community

- 1. Children are gradually introduced to the learning areas and routines (see *Section I, Learning Areas*).
- 2. Children should learn to communicate appropriately and work through peer conflicts.
- 3. Staff should be aware of and prevent, if possible, potential conflicts over materials and supplies.
- 4. Staff should be aware of personality and/or family issues in the classroom.
- 5. Classroom rules are developed as a community (not posted before the children enter the classroom) and displayed in the classroom for reference.

6. Teachers and staff should engage all children in clean-up, transitions, celebrations, and other cooperative and community building activities.
7. Children/families are invited to contribute materials to the classroom learning areas (books, nature items, “trash to treasure” for art area, etc.)
8. Accomplishments should be validated by promoting self-efficacy and confidence in children’s strengths. (“You figured out that puzzle by yourself!”) rather than adult external approval (“I like the way you put the puzzle together.”)

C. Cooperation Among Teachers

1. Lead and Auxiliary teachers share instructional responsibilities, child supervision, and other classroom duties. Lead and Auxiliary teachers **MUST** interact with the children during Learning/Free Choice time and Gross Motor time to facilitate children’s play.
2. Lead and Auxiliary teachers work together on GOLD observations and documentation.
3. Lead and Auxiliary teachers model cooperation and collaboration throughout the day.
4. Lead and Auxiliary teachers **MUST** sit with children during meals and snacks to facilitate appropriate conversation, respect, social skills and to model manners and healthy nutritional habits.
5. Lead and Auxiliary teachers engage in at least one extended conversation with each child every day.

D. Transitions

1. Teachers should minimize wait time.
2. Teachers should conduct transitions (hand washing, water break, bathroom, etc.) in small groups or individually when possible.
3. Transitions are learning opportunities. Teachers should use songs, games, finger plays and other activities to extend learning.
4. Teachers should give children notice about transitions by establishing predictable routines and consistent signals.
5. Teachers should minimize the need for unnecessary transitions throughout the day.

III. Discipline and Behavior Management

- A. Teachers should support and redirect children as they learn to solve their own problems. Teachers and staff will model how to solve conflicts in the classrooms by:
 1. Acknowledging conflict and the children’s feelings.
 2. Allowing each child to speak and explain his/her perspectives.
 3. Helping children arrive at a solution.

- B. Behavior charts, “stoplights”, stickers, candy, and other extrinsic rewards are not appropriate in the OSR classroom and shall not be used as a means to maintain control.
- C. Teacher-imposed time-out/isolation/threats/closing centers and/or withdrawal of playtime (indoor or outdoor) should not to be used to maintain control of the classroom.
- D. No form of physical or mental punishment is permitted.
- E. The cozy area should be available for children to calm down and regain control of their feelings and learn to manage their behavior. *(see Learning Areas section)*
- F. Teachers should review their daily schedule, routines and lesson plans if chronic behavior problems are exhibited.
- G. Teachers should use the Teaching Strategies GOLD Social-Emotional Objectives/Dimensions to document concerns in the area of behavior and to develop a behavior plan by conferencing with the parents/family. This conference must be documented, dated, and signed by all parties. Copies of the conference form must be provided for the family and the First Class Coach.
- H. In the event that a need for immediate suspension occurs, the protocol under CF4.4 must be followed. **The suspension form MUST be sent to the First Class Coach the day of the suspension.**
- I. The First Class Coach should be involved in resolving a child’s behavior issues when needed in order to maintain a positive classroom community.
- J. In cases where negative behavior (tantrums, physical aggression, bullying, biting) is a danger to the student or others, then the family and other appropriate professionals (the First Class special needs coordinator, program director, guidance counselor, local LEA, school nurse, and mental health professional) must be involved in developing a behavior intervention plan. If a child has an IEP in place, the IEP team should be consulted to develop a behavior plan.
- K. If inappropriate and negative behavior persists, the teachers and director will consult the OSR First Class Pre-K Program Guidelines for further steps. The First Class Coach and First Class special needs coordinator and OSR management team **MUST** be consulted and involved in trying to resolve the situation **BEFORE** a child can be dismissed from the program as per OSR Program Guidelines. Final approval for dismissal requests will be made in writing by both the First Class special needs coordinator and the First Class regional manager.

IV. Planning , Teaching, and Learning

Planning for instruction includes creating a daily schedule, daily lesson plans, short term lesson plans, (weekly/monthly themes and lessons), and long term lesson plans (themes or studies for the year). The interests, curiosity, and needs of the children should be taken into consideration when developing classroom plans. Developing lessons and free choice activities around themes or studies, maximizes learning in a meaningful context based on the NAEYC Developmentally Appropriate Practice.

Note: Weekly lesson plans are required in all OSR classrooms. The lesson planning format that the teacher chooses will be approved by the First Class Coach at the beginning of the school year. All plans will be based on the Alabama Pre-K Standards and Teaching Strategies GOLD objectives and dimensions. Teachers are required to reference these in all lesson plans.

A. Establishing a Daily Schedule.

1. A written schedule, including times, should be posted in the room for visitors to view.
2. The daily schedule should be flexible to allow for children's interests and needs.
3. Schedules should reflect a balance of groupings: whole groups, small groups, free choice, and gross motor activities.
 - a. Whole groups may last up to 20 minutes and should occur throughout the day.
 - b. Small groups should occur at least once per day and last up to 20 minutes.
 - c. Free choice must be uninterrupted and should last for at least 1 hour 10 minutes (NOT including time used to "clean up"). **Both teachers are expected to move around the classroom interacting and engaging with the children during this time.**
 - d. At least two planned, developmentally appropriate Read Aloud's must be scheduled each day. Teachers should consider this to be a time to introduce vocabulary, encourage discussion, and foster an appreciation of quality children's literature.
 - e. Music and Movement should be planned and occurring daily.
 - f. A science activity should be planned and occurring weekly.
 - g. The schedule should be adhered to as closely as possible.
 - h. The OSR Coach will be available to assist in developing the daily schedule.
 - i. The schedule will be approved by the OSR Coach at the beginning of the year.
 - j. The OSR Coach should be notified of any schedule changes.

B. Planning for Instruction Weekly/Daily Lesson Plans will include the following:

1. A theme or study topic.
 - a. The big idea or topic to be investigated in depth.
 - b. The length of time dedicated to this theme depends on the topic and the interests of the children.
2. Schedule for instruction. The schedule should be aligned with the daily classroom schedule.
 - a. Instructional group—whole group, small group or free choice area.
 - b. Learning objective—what is the purpose of the lesson; what should the children know or be able to do as a result of the lesson.
3. Potential Materials/Books/Music/Resources necessary to effectively teach the lesson.
4. Assessment/GOLD- how learning will be evaluated.
5. Teachers must document the Alabama Pre-K Standards/GOLD alignment objectives in their lesson plans.

(NOTE: worksheets/workbooks are not appropriate evaluations of learning; *see Worksheet Section*)

C. Small Group Instruction (required)

1. There should be no more than 6 children in a group.
2. Teachers should allow time for children to explore materials.
3. Lessons should be planned in advance and based on children's needs. Activities should be purposeful. (crafts, other generic activities, worksheets and dittos are not appropriate for small group lessons). Small group instruction must be included on Lesson Plans.
4. Lessons and activities should target and focus on specific skills and concepts and include an evaluation of learning.
5. Groups should be flexible and dynamic (i.e. children should not remain in the same small group for all lessons, NO Blue Birds, Red Birds, Yellow Birds).
6. The amount of time spent in small group should be flexible. The time spent in small group may increase as the year progresses. It is reasonable that a small group may last 5-8 minutes at the beginning of the year and increase up to 20 minutes by the end of the year. Small group time should not exceed 20 minutes.
7. Small groups may be taught as a part of free choice time; however, **free choice time then must be extended so that ALL children will receive the full 1 hour and 10 minutes of access to learning centers.**
8. Worksheets/workbooks or coloring sheets are NOT allowed as part of the lesson or assessment of learning (*see Worksheet Section*) unless it is "open-ended."
9. Lined paper should not be used to teach handwriting.

D. Whole Group Instruction (required)

1. Whole groups may last up to 20 minutes and should occur multiple times daily.
2. One group meeting should include daily news/morning message.
3. Whole Groups should include opportunities for children to share, discuss, and learn respect for others.
4. Whole Groups should include music, movement and finger plays.
5. Whole Groups should include daily jobs discussion.

E. Technology

1. Personal electronics device use (in the classroom) is limited to 15 minutes per day for each child.
2. Teachers should monitor the use of electronics and ensure children are using them appropriately and purposefully.
3. Opportunities for using computer labs (located away from the classroom) should be limited to one

time per week for 30 minutes.

4. Children should be redirected to other activities rather than waiting on the electronics to be available. Teachers should develop a way to ensure that all children have a turn to use technology.
5. All videos, applications of technology hardware and software (computers, iPads, iPods, Smart Boards, etc.) should be carefully selected to support state pre-K standards and Teaching Strategies GOLD objectives and dimensions.

F. Handwriting

1. Formal, rote handwriting instruction and letter formation in large or small groups (tracing or copying) is not appropriate in the pre-K classroom. Lined paper should not be used.
2. Explicit instruction should be provided to an individual child as a response to their interest.
3. Signing In should be a daily part of the arrival process. The process should be a progression of skills from recognizing their picture, recognizing their written name, tracing their name, copying their name, to writing their name by the end of the year.
4. Child-created stories, writing, and dictation should be exhibited to encourage writing.
5. The classroom should be a print-rich environment with alphabet charts, writing models, morning messages, daily news, and other examples of the purposes of writing.

| The Difference Between “Writing” and “Handwriting” | |
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| Writing (Appropriate) | Handwriting (Inappropriate) |
| <p>Developmental spelling refers to children being encouraged to write through their own way while moving through progressive stages of learning how to spell. It is encouraging young children’s attempt to use what they already know about letters and sounds to write words. Research indicates that encouraging developmental spelling is highly effective in promoting children’s understanding of the relationship between letters and sounds. Example: “ct” for the word cat</p> <p>This can be modeled and encouraged by engaging children in dictating stories, letters, messages, and charts while also assisting children in their own efforts to write.</p> | <p>Tracing letters, words and sentences in order to improve penmanship. Using lined paper. Stressing the importance of correct letter formation.</p> |

G. Worksheets

1. Coloring sheets or coloring books ARE NOT appropriate and SHOULD NOT be available in the OSR pre-k classroom.

2. Photocopied worksheets which require a child to match items (i.e. upper-lower case, rhymes, etc.), fill-in the blanks, trace or write repeated shapes, letters, or numerals, use lines for handwriting, or any similar activity that demands one correct answer, ARE NOT to be used.
3. Open-ended worksheets, i.e. data collection, graphs, recording sheets where children can document their thinking, create their own ideas, and solve problems are appropriate.

H. Assessment of Learning

1. Assessment should be a part of all lessons.
2. Assessments should be developmentally appropriate. For example, work samples such as writing, drawings, and art, constructions, demonstrations, observations and other assessments according to Teaching Strategies GOLD.
3. Worksheets are not appropriate assessments.
4. Assessments are ongoing, formative and used to plan for instruction individually, in small groups and in whole groups.

V. Gross Motor/Outdoor Play

Daily activities should include many opportunities for young children to develop competence and confidence in their gross motor skills. While children develop many of their physical capabilities through play they also need planned movement activities with verbal and modeled instruction and structured physical skill development opportunities. The OSR First Place classroom schedule is required to include 60 minutes of gross motor activity. This 60 minutes may be broken into smaller segments of time within the day.

A. Playgrounds (Based on NAEYC and DHR safety standards)

1. The play environment should include equipment that is age and developmentally appropriate.
2. The play environment should provide a minimum of 60 square feet for each child. This shall be for all 18 children at one time (DHR).
3. The play environment should be enclosed by a fence or wall at least four feet in height. The fence or wall shall be free from sharp protruding edges. Gates to the area shall be secured.
4. The play area should be well drained.
5. There should be semiprivate areas where children can play alone or with a friend.
6. Activities should be provided such as dramatic play, block building, manipulative play, or art activities.
7. Children should be able to explore the natural environment, including a variety of natural and manufactured surfaces, and areas with natural materials such as nonpoisonous plants, shrubs, and trees.

8. Children with disabilities should be able to fully participate in the outdoor curriculum and activities (NAEYC).
9. The outdoor play area should be arranged so that staff can supervise children by sight and sound.
10. There should be an area for children to have large motor experience such as running, climbing, balancing, riding, jumping, crawling, scooting or swinging.
11. Sandboxes are allowed if they allow for drainage, are covered when not in use, and are cleaned of all foreign matter on a regular basis. Staff must replace sand as often as is necessary to keep the sand clean and free of debris.
12. Concrete or asphalt shall not be used under outdoor playground equipment except wheel toys.
13. Playground equipment which is not designed to be portable should be securely anchored so that it cannot be tipped over by an adult or child.
14. Tripping hazards should be removed.
15. Wooden equipment should be regularly checked for sharp areas and splintering wood that could cause cuts or splinters.
16. Metal equipment should be checked regularly for rust. If rust is visible it must be removed immediately.
17. All broken toys and equipment should be removed and replaced immediately.
18. Playground shall not be shared with younger or older children at time of play.
19. Equipment needed to meet Developmental Skills: Climbing and sliding structures, tricycles and paths to ride on, water and sand play equipment, art materials, structures or materials for imaginative play, natural features to experience the seasons, various sizes of balls, wheeled vehicles to push or pull, walking board, crawl through equipment, toys for digging.

B. Indoor play

1. When gross motor activities cannot occur outdoors due to weather conditions the required 60 minutes of gross motor shall occur indoors.
2. Indoor play should be structured so that the staff can supervise the children by sight and sound.
3. Indoor play activities should be planned to provide opportunities for active play and movement that supports the development of gross motor skills. The staff should plan a variety of activities addressing the varying physical development abilities of children.
4. Suggested equipment for indoor play includes but is not limited to the following: balance beam, hoops, jump ropes, bean bags, ring toss, scooter boards, foam bats and balls, tricycles, various size

balls, etc.

5. Music and Movement activities provide appropriate opportunities for gross motor play. There are many movement CD's and DVD's available. There are also appropriate sources via the internet (Cosmic Kids Yoga, Brain Breaks, etc.) Music and Movement should not be used for the entire 60 minutes of Gross Motor.
6. Any games should encourage cooperation versus competition.